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AUTHOR Walsh, E. Michael; Reynolds, R. John
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ABSTRACT

A follow-up study of the first two graduating classes (1974 and 1975) of the School of Technical Careers (STC) Baccalaureate Program was conducted. Questionnaires were sent to eighty-seven graduates (of ninety) who had United States addresses on file. Questions pertained to current labor market status, current occupation, first job after graduation, and evaluation of the STC Baccalaureate Program. Sixty-one graduates responded, and the results of the study include the following: (1) all STC graduates were either employed or in school, none were unemployed; (2) graduates were in jobs related to their majors; (3) graduates assessed their career potential as definite; (4) their earnings were comparable to other college graduates; and (5) STC graduates were satisfied with their occupational preparation. (JH)

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THE SCHOOL OF TECHNICAL CAREERS BACCALAUREATE PROGRAM:

A FOLLOW-UP STUDY OF GRADUATES OF 1974 AND 1975

By

E. Michael Walsh, Ph.D.

and

R. John Reynolds, Ph.D.

October, 1976

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TABLE OF CONTENTS

I. INTRODUCTION

II. EMPLOYMENT STATUS

III. CURRENT JOB

1. Relationship of Job to Major
2. Earnings
3. Job Assessment
4. Necessity of Bachelor's Degree for Present Job
5. Value of Preparation Factors in Present Job

IV. PROGRAM EVALUATION

V. RECOMMENDATIONS

VI. SUMMARY

APPENDICES

I. Tables

II. Methodology and Representativeness of Response

III. Questionnaire

IV. Data Summary

I. INTRODUCTION

Graduates of a two-year technical or vocational program, whether in a community college or elsewhere, and whatever their acceptance by the business or industrial community, are second class citizens in American higher education. Should these students wish to continue their education beyond just the two years, a number of obstacles stand in their way. Foremost is the lack of options for them. In many four-year colleges no programs are even available which are logical extensions of the technical or vocational programs. Even schools having programs which are potential options often do not recognize the validity of occupational degrees. Credits sometimes cannot be transferred, even as applicable toward graduation requirements. Even those schools which will accept occupational courses for transfer require that the student complete a certain number of courses at the new school before they will accept the occupational credits (a requirement which does not apply to so-called "college-parallel" credits). Various courses, because they were part of the occupational sequences, are not considered the equivalents of similar courses at the four-year school. Students are required to repeat whole sequences of material in which they are already, in fact, proficient.

Graduates of occupational programs, then, are not typically recognized as a potential clientele for baccalaureate programs, or at least not until they "repent" of the occupational "sins." Access, a key word these days, is limited for such students.

At the same time that post-secondary education is only sporadically recognizing occupational programs, the job market for graduates of such programs is still open and expanding. Many new fields are developing, and many technical fields are such that additional training beyond the associate degree is warranted, both for satisfactory job performance and to assure the career development of two-year graduates in a labor force in which credentialism is growing.

For the variety of reasons, catalogued above, then, some of them educational and others occupational, the School of Technical Careers at SIU-C began a bachelor's degree program in 1973. It is an experimental program in the sense that one goal is to test student demand for baccalaureate degrees in various vocational and technical fields. It is meant to provide an educational and career ladder for students not served by occupational education or engineering technology programs, both of which have as their goal a single career cluster. It is primarily (but not exclusively) a program modelled on the contract major: students are responsible for developing programs suited to their individual career goals. In this way it allows students to prepare for careers for which labor market demand is not sufficient to warrant a full-fledged departmental program.

This approach has a practical advantage for the educational institution: it allows the existing resources of the university to be used more fully. For example, it would be a duplication of activities to develop special courses and faculty for a mortuary management program if existing courses in business departments are judged suitable and if the number of interested

students is small. Thus, the program virtually allows the same number of courses and faculty to be used to serve a greater variety of students. In this way, conventional program faculty become faculty in individually-designed programs of study for technical and vocational students. The expertise of existing faculty is used as a way of adding to the educational breadth and depth of vocational and technical students, and it does so not by discounting these students' previous occupational training, but by building on their competencies.

Students, therefore, can prepare directly for their career goal, rather than put it aside while they complete requirements for a program not really suited to them. The Baccalaureate Program in the School of Technical Careers is one means of allowing occupational students to work on four-year degrees--it provides the educational option which is not generally available to most occupational students. It is also one way of satisfying the labor market demand for four-year degrees and for greater breadth and depth of training in technical and vocational graduates.

A program whose goal is occupational preparation should be judged on the occupational success of its graduates. However high the caliber of faculty, the quality of offerings, and the performance of students, if graduates do not receive employment in their chosen field, a program's existence can legitimately be questioned. While it may never be possible to be absolutely certain that a particular educational program is the primary cause of the labor market success of its graduates, a reasonable association between the two factors can at least be established. For this reason regular attention to follow-up is considered a major part of the on-going evaluation of the Baccalaureate Program of the School of Technical Careers.

A follow-up study of the first two graduating classes (1974 and 1975) was designed to examine the labor market success of STC graduates in a way that would be useful to interested observers, program personnel, and current and future students. In February, 1976, a questionnaire was sent to the 87 graduates (of 90) who had United States addresses on file. It asked questions concerning current labor market status, current occupation, first job after graduation,[1] and evaluation of the STC Baccalaureate Program. (See Appendix II for methodology and Appendix III for the survey instrument.) Sixty-one graduates (70%) responded.

This study is exceptional, first of all, in its subject matter: four-year graduates with backgrounds typically technical or vocational who have graduated from an individualized program. This group deserves to be examined because such graduates are as yet so uncommon, but the kind of program they have graduates from is likely to be one of the directions in which post-secondary education will move. Questions about these graduates' acceptability to the business and industrial communities, about their

[1] The section on first job after graduation was not analyzed for this report.

career satisfaction, and about the level at which they are employed are bound to be asked. Such questions have relevance not only to this program's future, but also to whether similar programs become established at other institutions. It is fortunate that in the case of the STC Baccalaureate Program a whole range of data is available to assist in evaluation. Moreover, this study is exceptional in the detail of its analysis. Many follow-up studies merely report frequency data--they do not probe the data to the extent which is desirable. The results of this study will not only assist program evaluation, but they will provide information for current and prospective students on how to better prepare for a career.

II. EMPLOYMENT STATUS

A prospective student, examining the employment rate of STC Baccalaureate graduates, would be pleased. Such a person would find that 93.4% of the respondents to the survey were either employed or in military service, and that the other 6.6% were not in labor force, but enrolled full-time in a college or university, pursuing additional education. Not a single graduate was unemployed. Compared to the national rate of unemployment for college graduates and to the rate of unemployment discovered in surveys of graduates of other majors and degrees, this is a highly satisfactory figure. (See Table 1.)

Unlike other surveys (such as those conducted by the Department of Labor), this one sought to probe beneath the surface of employment rate. One reason was that further education is sometimes merely unemployment under a different name. Many unemployment rates, it was surmised, would be higher if the reason for additional education was taken into account. Second, unlike many liberal arts and science degree programs (which are consciously preparatory for graduate or professional education), the STC Baccalaureate Program has as its primary goal occupational preparation. Those administering the program were concerned that if graduates were choosing to enroll for additional degrees or schooling, it was not simply because employment was unavailable. Those who were not employed full-time or who were not in the military were asked to supply a reason. It was discovered that such graduates were either employed part-time or enrolled in college more often by default than by choice, with 57% (or 4 graduates) responding that "I cannot find a full-time job in my field." (See Table 2.)

Although unemployment rate, as it is commonly defined, is a valuable touchstone, a measure for comparison with other programs, it was important to determine whether those who were not employed full-time had any other factors in common, such as year of graduation, sex, age, or field of study. As Table 3 shows, all of those not employed full-time were 1975 graduates; none were from 1974. Almost all of those who were not employed full-time had backgrounds in Aviation Technology.[1] This partly explains why most of them were males. In addition, those not employed full-time were younger (between 20 and 24), and (according to limited figures) tended to have lower ACT composite scores and lower GPA's than did other graduates. The data suggest, but not yet conclusively, that students with aviation backgrounds should explore their career choices more carefully. The job market is tight for graduates who wish to work in the aviation industry, and greater recognition of this situation, coupled with some consideration of a wider range of careers in aviation and competitive preparation, is probably

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[1]Because most of the graduates had associate degrees or at least focussed on an associate degree field, academic background grouping generally were done according to the STC administrative divisions (with the exception of "Business" and "Other"). Each category (except Aviation) covers a variety of majors, as follows:

necessary. (Because of the large number of aviation students in the STC baccalaureate program, an advisor has been hired beginning Fall, 1976, and will have responsibility for aviation students and an awareness of the job market and career development in the aviation industry.)

Health

Dental Hygiene
Dental Laboratory Technology
Mortuary Science
Physical Therapist Assistant

Applied Technologies

Automotive Technology
Construction Technology
Tool & Manufacturing Technology

Graphic Communications

Commercial Graphics
Corrections and Law Enforcement
Electronic Data Processing
Electronics Technology
Photographic & Audio-Visual Technology
Secretarial & Office Specialties

III. CURRENT JOB

Next to rate of employment, the most important index of the labor market success of graduates has to do with quality of employment, as measured by both objective and subjective dimensions. Over 55% of the graduates who were employed full-time or in military service were in occupations they perceived as directly related to their baccalaureate programs, while only 7.4% were in jobs not at all related to their field of study. To a great extent, then, STC graduates matched their education to employment. Graduates were, in general, finding the courses they took while in the baccalaureate program valuable in their present occupations. The only aspect of their current job which might appear not quite satisfactory--at least for a casual observer--was the low percentage of graduates in jobs requiring a bachelor's degree--27%. But as analysis will show, given the newness of this level of educational preparation for technical and vocational students, one might expect an imbalance between the educational attainment of graduates and the educational requirements of jobs. This fact--that a bachelor's degree was not generally required--should be balanced against two other findings: job assessment and earnings. Over 57% of the graduates assessed their jobs as having definite career potential, with only 16% viewing their current job as temporary. Graduates' earnings were also comparable to those of other college graduates, with the average monthly salary of $873 and over 42% of the graduates earning more than $10,000 a year.

1. Relationship of job to major

"Is your job related to your major" is one question often asked of a recent college graduate. This question is, at least initially, an appropriate one to ask of graduates of occupational programs. In the case of the STC baccalaureate degree graduates, just over 55% perceived their present job as directly related to their STC baccalaureate major. (See Table 4.) A graduate with a major in merchandise systems was manager of a fabric store, one whose degree was in visual arts was a display artist, and a third whose degree was in aeronautical operations had a job as an aviation crash investigator. This is a good showing for a program which has as its goal not so much entry-level job preparation of graduates, but their preparation for jobs five to eight years after graduation. Twenty-seven percent of the graduates saw their job as somewhat related to their major. Respondents in this category had major fields such as personnel operations or mortuary management and now had jobs such as social security benefit authorizer or funeral director. Only 7.4% of graduates assessed their job as not related to their major.

Those who answered that their job was either somewhat related or not related to their major were asked why they took a job not directly related to their major. (See Table 5.) Fifteen percent said it was the only job around, and 31% thought it offered better changes for advancement. By far the largest group (47.4%), however, checked "other," with such diverse reasons as: "job offered chance to relocate" or "a good way to get contacts."

Most of those who checked "other," however, answered either that this position was a prerequisite to one more closely related to their goal or that their current job was related to their associate degree major.

Important as the question of the relation of job to major seems, it is not the only question, nor possibly--in the final analysis--the most significant one. Having a job unrelated to one's major obviously does not imply that the job is undesirable. In fact, 79% of the graduates in jobs somewhat or not related to their major assessed the career potential of their jobs as definite or possible. It is well to remember that, regardless of a person's preparation and goals, he or she still finds a place in the labor force more by trial and error than by conscious design. The most an occupational program can hope for is a high percentage of matches between job and major.

2. Earnings

The average salary of STC baccalaureate graduates was comparable to that of other college graduates--just over $10,000 a year. There were, however, a number of variations in the distribution by sex, year of graduation, field of study, as well as according to how closely related to their major graduates saw their jobs and according to graduates' assessment of their jobs. (See Table 6.)

Males, on the average, earned higher salaries than did females--$906 a month versus $801. Those who graduates in 1974 also earned more than did 1975 graduates. Fifty-seven percent of the 1974 graduates were making over $10,000 a year, whereas only 34% of the 1975 graduates were earning at this level. The difference in average earnings was over $110 a month, suggesting that graduates are experiencing salary increases averaging about $1300 in the course of a year.

There were also large variations in salary by field of study, and this variable typically explains the differences in salary between the sexes. Graduates with an aviation background earned $941 a month, and those with graphic communication averaged $703 a month. This difference suggests that the explanation lies in the field of study rather than in the sex of the graduates. Certain fields simply are higher paying than others. In fact, in certain fields females earned higher salaries than did males. Although the average salary of those with health backgrounds was $868 a month, males in the field were averaging only $811 a month and females nearly $890 a month. A similar disparity in favor of females also existed for those with a graphic communication background, with males earning $626 a month and females $735 a month. In those fields which graduated both males and females, only males with a business background had more than a slight edge over females. These figures indicate that in many fields females were generally earning salaries comparable to those earned by males with similar backgrounds.

Job assessment and relationship of job to major were also related to salary. The percentage of graduates with higher incomes increased with higher

assessment of career potential. In this instance one can determine only association, not causality; that is, one cannot determine whether graduates who assessed their job's career potential as definite were therefore making more money or whether those who were making more money were more likely to perceive definite career potential in their job. Nonetheless, a relationship existed between salary and job assessment.

The association between salary and job's relationship to major was not as strong. Graduates with jobs directly related to their major averaged $852 a month, and graduates with jobs only somewhat related averaged a slightly lower $814 a month. Those few graduates, however, who had a job not related to their major were averaging $1335 per month. (To be accurate, the standard deviation in the latter instance is $816, over three times that of the other two possibilities.)

Those graduates who were in jobs requiring a bachelor's degree had higher salaries than did graduates from whom a bachelor's degree was only preferred or not a requirement. The average monthly salary of those in jobs requiring a bachelor's degree was $901, whereas the average monthly salary dropped to $876 and $849 in the other two categories, respectively. It appears that those who were in jobs requiring a bachelor's degree as well as those whose fellow employees held a bachelor's degree had higher incomes than did other graduates.

3. Job Assessment

The career potential of a job--as perceived by graduates--is a significant factor because it provides an index to graduates' subjective assessment of their jobs. As was noted above, a majority of STC graduates (57.4%) were in jobs which they assessed as having definite career potential. By examining this variable in detail one can determine those characteristics most closely associated with career potential, those most likely to coexist with it. A number of factors showed little or no association with career potential, among them the sex, year of graduation, and field of study. Age showed a slight relationship, with younger graduates not rating their jobs as highly in career potential as did older graduates. (See Table 7.)

There was a tendency for graduates who were in jobs requiring a bachelor's degree to see their jobs as having career potential--66% of those who said that a bachelor's degree was required also said that their job had definite career potential; only 45% of those for whom a bachelor's degree was not required responded this way. (It is worth noting, however, that of those who reported that a bachelor's degree was not necessary for their job, 75% still assessed their career potential as either definite or possible.) Graduates who reported having a previous full-time job related to their major were more likely than others to assess their job's career potential as definite, as were graduates in jobs related to their major. Earnings were another factor closely related to career potential, with career potential increasing as income rose.

Because salary appears to be a function of the level of education required (bachelor's degree jobs pay more than others), the major factors related to career potential seem to be:

1. Having had a previous job related to one's major;
2. Having a current job related to one's major;
3. Being hired in a job for which a bachelor's degree is required.

Such conclusions should not be unexpected; in fact, they merely confirm the conventional wisdom, which says, in spite of what Carolyn Bird implies in The Case Against College, that graduates in jobs requiring a bachelor's degree like their jobs more and earn more than do other graduates. If they also have had previous work in their field and if the job they take is directly related to their field of study, their chances of having a higher paid job and one with career potential are also greater.

4. Necessity of bachelor's degree for present job

Although salaries of STC graduates were high and although STC graduates typically assessed their job's career potential as definite, only 27% of the STC graduates responded that a bachelor's degree was a pre-requisite for their present job, and another 35% said that it was preferred. Thirty-seven percent said that it was not required. (See Table 8.) These figures suggest that many STC graduates were being employed in jobs not typically held by college graduates. This conclusion is given added weight by the responses to a question concerning the educational background of fellow employees: just over 37% were in jobs in which most employees in similar positions had either an associate degree or no college degree at all. (See Table 9.) Graduates' rating of the importance of associate degree courses for their current job also supports this conclusion: over 70% of the graduates responded that their associate degree courses were of great value in their present job.

These figures may raise the question of underemployment of college graduates, a question currently on many people's minds. In interpreting thes figures it must be remembered that many college graduates are finding employment in jobs not previously thought to require a college education. In the case of STC graduates, one might view the above figures with a certain amount of alarm were it not for two factors. First, graduates did not perceive themselves in "dead-end" positions. As Table 7 shows, over 80% of the graduates assessed their present job as having definite or possible career potential. One graduate, a secretary in a government laboratory, wrote that her bachelor's degree had a "tremendous influence" on her "salary and status rating." (There was, admittedly, a tendency for graduates in jobs requiring a bachelor's degree to assess their jobs as having career potential more often than did graduates in jobs for which a bachelor's degree was not necessary.) To some extent, then, a job requiring a bachelor's degree brings with it certain advantages. But to some extent as well, these figures suggest not underemployment, but that STC graduates are breaking down the assumption that a college degree should be

associated with a certain kind of job. As Table 8 shows, only one-third of those who said that their jobs had definite career potential also said that bachelor's degree was necessary.

Second, it was anticipated by those who designed the program that the value of the bachelor's degree (both as a credential and as a specific program of study) would not be evident immediately. Although many found their bachelor's degree of great importance immediately (22% ranked the bachelor's degree as the most important factor in acquiring their first job), a study in another four to six years will determine whether the original assumption will prove to be true, that is, whether those graduates not now in jobs requiring a bachelor's degree will advance into jobs which, without the degree, would not be open to them.

5. Value of preparation factors in present job

Although the necessity of a degree for one's job is an important issue, it is not an issue to be taken at face value. The usefulness of various preparation factors should be an even more important index to the value of a degree program. For, after all, the degree is simply a credential, but the various kinds of preparation received through the STC Baccalaureate program should directly affect job performance. Even if a bachelor's degree is not required by the employer, it still may be that the program of study is of value to the graduate.

On a scale of one to three, graduates gave the best score to associate degree courses [1] (1.388), with prior work experience second, baccalaureate courses third (1.722), internship fourth, and general education courses fifth (2.000). These ratings suggest that graduates' baccalaureate courses (those career-related courses taken beyond the associate degree) are more than moderately valuable in their present job.

Graduates for whom a bachelor's degree was necessary, however, rated their associate degree courses 1.533 and their baccalaureate courses 1.467, while those for whom a bachelor's degree was not necessary rated their associate degree courses 1.368 and their baccalaureate courses 1.950. Clearly, as Table 10 shows, associate degree courses were important across the categories, but less important to those whose jobs required a bachelor's degree than to others. The importance of baccalaureate courses rose according to the extent to which the bachelor's degree was perceived as necessary for holding the person's job. In short, graduates who were in jobs requiring a bachelor's degree rated their baccalaureate courses as quite valuable in their present job; as the necessity of a bachelor's degree decreased so did the importance of those courses for current job performance.

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[1] Because the STC Baccalaureate Program is similar to the contract major it is not possible to assume that all students have been through similar academic experiences, even while in the STC Baccalaureate program. The typical student is one who has completed an occupational associate degree and then adds a secondary concentration to attain additional competencies. While the majority fit into this category, some students enter with their secondary concentration already completed or nearly completed and primarily take general

IV. PROGRAM EVALUATION

Although graduates' employment is the goal most sought by the program, graduates' perception of the program as a process leading to this goal is also of interest. Because labor market and occupational requirements form the basis for programs of study in the STC Baccalaureate program, graduates' evaluation of the program and their suggestions will result in improved advisement of students.

Just over 80% of the respondents said that, if they had it to do over again, they would enter the STC Baccalaureate program. Only one person replied that he would be satisfied with just an associate degree, indicating the strength of the desire or need for a bachelor's degree. Only 11.5% of the graduates said they would choose a different bachelor's degree program. In general, few characteristics seemed to be associated with preference for a different bachelor's program. As Table 11 shows, the obvious hypothesis of labor force status does not prove valid, and neither does sex nor year of graduation. Only those having a job not related to their major tended to prefer a different program.

General evaluation of the quality of preparation received was split about half and half between very good and average. One interesting difference emerges, however, when this variable is cross-tabulated by sex. Over 60% of the women evaluated the quality of preparation as very good, while only 40% of the males did so. (See Table 12.)

Graduates were also given the chance to check various suggestions. The largest number (34%) thought that more internship opportunities would be valuable. This suggestion should not be unexpected, for the STC baccalaureate program has an occupational (rather than a strictly academic) focus. It stands to reason that the best method of career education is still a job. As many graduates are finding, employers tend to prefer employees with experience, which is one goal of an internship. The suggestion which was second in importance (nearly 30% of the graduates checked it) was "need for better knowledge of the job requirements of one's chosen career." This was chosen mainly by graduates whose jobs were only somewhat related or not related to their major. It was also chosen more often by graduates whose degree title emphasized a business orientation (rather than a technical field). Along with the 28% of the graduates who said that they would add a better secondary concentration to their baccalaureate program if they had it to do again, this response indicates that many of the graduates recognized that their career goal should have been perceived and prepared for with more attention to the job requirements of their chosen career. (See Table 13.)

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education requirements, while others complete an occupational associate degree as part of their baccalaureate program. In this section of the questionnaire it was attempted to break down preparation factors into relatively discreet components. Associate degree courses usually refer to courses taken as part of an associate degree program and prior to entry into the STC baccalaureate program. Baccalaureate courses refer to those courses taken in a secondary concentration while in the Baccalaureate Program.

V. RECOMMENDATIONS

1. For students

This study points to a number of factors which should receive primary consideration by students already in the program or interested in joining the STC Baccalaureate program. First, graduation from the STC Baccalaureate program does not automatically result in career success. As some graduates have suggested, close attention should be paid to an awareness of the job requirements of one's chosen field and to a program of study based on these requirements. Second, previous work experience or an internship while in the program are valuable experiences. Those who have already worked in their field know what they yet need to learn, and internship provides knowledge about a job which is seldom learned in a classroom. The internship/work experience requirement for the Baccalaureate Program should not be thought of as just a hurdle to be jumped, but as an important learning experience. Third, students interested in the baccalaureate program should focus on an occupation in which they will use the additional skills, knowledge, and background they will gain in the baccalaureate program. Both career potential and salary are related to working in a job requiring a bachelor's degree.

2. For program personnel

This study provides support for many of the program practices. First, just as students need to focus on a well-designed secondary concentration, internship experiences, and a potential job which will use their skills and knowledge, so the program personnel should also continue to emphasize these aspects in their discussions with students. The study merely confirms the advisors' working principle--that before being allowed to enter this program, students should have a detailed knowledge of what their desired career is like, whether through past experience, information interviews, or occupational research, and assure themselves and the advisor that their bachelor's degree will have value in their career. The secondary concentration required in the program is in fact the most useful aspect of graduates' preparation (for those graduates in jobs requiring a bachelor's degree). Second, it may be desirable for the program to become more involved in helping to create internship sites for students. Although the present practice of having students develop their own sites has much to recommend it, involvement in developing sites might result in a more controlled learning environment for students whose alternative might be a less significant experience. Third, although in this kind of individualized program it is the student's responsibility to become aware of the occupational outlook for his/her career interest, it may be valuable for advisors to become more knowledgeable in those fields (aviation, health, graphic communications) which have a large number of students in the Baccalaureate Program.

VI. SUMMARY

Although this study has gone into detail in order to determine some of the factors associated with those characteristics generally considered desirable (such as career potential and earnings) and has also attempted to examine some seemingly negative data, the general outline of the career success of STC graduates bears repeating:

1. All STC graduates were either employed or in school: none were unemployed.
2. STC graduates were in jobs related to their majors.
3. They assessed their career potential as definite.
4. They had earnings comparable to other college graduates.
5. If they had it to do over again, they would enter the STC Baccalaureate Program.

By all appearances, the Bachelor of Science in Technical Careers degree is being considered the equivalent of any other college degree, and, if the rate of employment is any indication, to many employers it may be a preferred degree. If a match between training and employment, between career goal and actual career, is one measure of program success, then the STC Baccalaureate Program is certainly successful. According to the data gathered regarding the employment status and quality of STC baccalaureate graduates, then the program has succeeded in its goal of occupational preparation.

APPENDIX I

TABLES

TABLE 1

LABOR FORCE PARTICIPATION OF GRADUATES
BY SEX AND ACADEMIC BACKGROUND

	Total Respondents		Employed Full-time	Employed Part-time	In the Military	Unemployed	Not in Labor Force
	#	%	%	%	%	%	%
Total	61	100.0	78.7	4.9	9.8	0.0	6.6
Sex							
1. Male	43	100.0	72.1	4.7	13.9	0.0	9.3
2. Female	18	100.0	94.4	5.6	0.0	0.0	0.0
Academic Background							
1. Business	6	100.0	83.3	0.0	16.7	0.0	0.0
2. Health	12	100.0	91.7	8.3	0.0	0.0	0.0
3. Applied Tech	5	100.0	100.0	0.0	0.0	0.0	0.0
4. Aviation	27	100.0	59.3	7.4	18.5	0.0	14.8
5. Graphic Communtns.	10	100.0	100.0	0.0	0.0	0.0	0.0
6. Other	1	100.0	100.0	0.0	0.0	0.0	0.0

TABLE 2

MAIN REASON FOR NOT BEING FULLY EMPLOYED

	#	%
TOTAL	7	100.0
I need a master's degree	1	14.3
I am in-between jobs	1	14.3
I cannot find a full-time job in my field	4	57.1
Other	1	14.3

TABLE 3

EMPLOYMENT STATUS OF GRADUATES
By Sex, Year of Graduation, Academic Background,
Average ACT Score, and Average Age

	Total		Fully Employed (Employed Full-time or in Military)	Not Fully Employed (Employed Part-time or not in labor force)
	#	%	%	%
Total	61	100.0	88.5	11.5
By Sex				
1. Male	43	100.0	86.0	14.0
2. Female	18	100.0	94.4	5.6
By Year of Graduation				
1. 1974	19	100.0	100.0	0.0
2. 1975	42	100.0	83.3	16.7
By Academic Background				
1. Business	6	100.0	100.0	0.0
2. Health	12	100.0	91.7	8.3
3. Applied Tech	5	100.0	100.0	0.0
4. Aviation	27	100.0	77.8	22.2
5. Graphic Communictns.	10	100.0	100.0	0.0
6. Other	1	100.0	100.0	0.0
By ACT Score (Mean)	21.2		21.8	17.8
By Age	25.5		25.7	24.1

TABLE 4

RELATIONSHIP OF JOB TO MAJOR
By Sex, Year of Graduation, and Academic Background

	Total	Directly Related	Somewhat Related	Not Related
Total	100.0	55.6	37.0	7.4
By Sex				
1. Male	100.0	59.5	35.1	5.4
2. Female	100.0	47.1	41.2	11.8
By Year of Graduation				
1. 1974	100.0	52.6	36.8	10.5
2. 1975	100.0	57.1	37.1	5.7
By Academic Background				
1. Business	100.0	83.3	16.7	0.0
2. Health	100.0	45.5	54.5	0.0
3. Applied Tech	100.0	20.0	80.0	0.0
4. Aviation	100.0	61.9	28.6	9.5
5. Graphic Communtns.	100.0	60.0	20.0	20.0
6. Other	100.0	0.0	100.0	0.0

TABLE 5

REASON FOR TAKING JOB NOT DIRECTLY RELATED TO MAJOR

	#	%
TOTAL	19	100.0
Only job I could find	3	15.8
To see if I liked this other kind of work	1	5.3
Better opportunities for advancement	6	31.6
Other	9	47.4

TABLE 6

AVERAGE EARNINGS OF GRADUATES
By Sex, Date of Graduation, Academic Background, Necessity of Degree for Job, Educational Attainment of Fellow Employees, Relationship of Job to Major

	Mean	Minimum	Maximum	Standard Deviation	Number of Observations
Total	873.35	460.00	2500.00	341.55	54
By Sex					
1. Male	906.49	460.00	2500.00	372.35	37
2. Female	801.24	540.00	1700.00	257.72	17
By Dates of Graduation					
1. 1974	946.16	500.00	2500.00	433.09	19
2. 1975	833.83	460.00	1700.00	279.24	35
By Academic Background					
1. Business	1000.33	600.00	1650.00	375.23	6
2. Health	868.55	560.00	1700.00	312.08	11
3. Applied Tech	862.00	460.00	1250.00	293.21	5
4. Aviation	941.19	500.00	2500.00	412.99	21
5. Graphic Communic.	703.00	540.00	945.00	118.30	10
6. Other	500.00	0.0	0.0	0.0	1
By Necessity of Degree for Job					
1. Yes	901.40	500.00	1300.00	231.80	15
2. No, but preferred	876.32	460.00	1700.00	338.72	19
3. No	849.50	500.00	2500.00	419,40	20

Table 6 Page Two

	Mean	Minimum	Maximum	Standard Deviation	Number of Observations
By Educational Attainment of Fellow Employees					
1. Business or Technical bachelor's degree	993.15	460.00	2500.00	493.19	20
2. Liberal Arts or other bachelor's degree	864.50	600.00	1300.00	242.68	6
3. Associate degree	828.13	600.00	1100.00	178.94	8
4. No college degree	779.17	520.00	1200.00	177.79	12
5. No similar employees	779.50	600.00	1000.00	170.30	6
By Relation of Job to Major					
1. Directly Related	851.66	500.00	1700.00	281.20	30
2. Somewhat Related	813.55	460.00	1250.00	223.95	20
3. Not Related	1335.00	740.00	2500.00	816.231	4
By Career Potential					
1. Definite	953.06	500.00	2500.00	404.95	31
2. Possible	817.62	460.00	1300.00	222.46	13
3. Temporary Job	691.33	500.00	850.00	123.56	9

TABLE 7

JOB ASSESSMENT
By Sex, Year of Graduation, Age,
Academic Background, Previous Job, Salary,
Necessity of Degree for Job, and Relationship of Job to Major

	Total	Definite Career Potential	Possible Career Potential	Temporary Job	Other
	%	%	%	%	%
Total	100.0	57.4	24.1	16.7	1.9
By Sex					
1. Male	100.0	56.8	24.3	18.9	0.0
2. Female	100.0	58.8	23.5	11.8	5.9
By Year of Graduation					
1. 1974	100.0	57.9	26.3	15.8	0.0
2. 1975	100.0	57.1	22.9	17.1	2.9
By Age					
1. Under 25	100.0	38.1	38.1	23.8	0.0
2. 25 - 29	100.0	70.8	16.7	8.3	4.2
3. 30 and older	100.0	66.7	11.1	22.2	0.0
By Academic Background					
1. Business	100.0	83.3	0.0	16.7	0.0
2. Health	100.0	54.5	27.3	9.1	9.1
3. Applied Tech	100.0	20.0	60.0	20.0	0.0
4. Aviation	100.0	61.9	23.8	14.3	0.0
5. Graphic Communication	100.0	60.0	20.0	20.0	0.0
6. Other	100.0	0.0	0.0	100.0	0.0

Table 7

	Total	Definite Career Potential	Possible Career Potential	Temporary Job	Other
By Previous Job					
1. Full-time, related	100.0	73.3	13.3	6.7	6.7
2. Part-time, related	100.0	57.7	19.2	19.2	3.8
3. Full-time, not related	100.0	57.1	35.7	0.0	7.1
4. Part-time, not related	100.0	45.0	40.0	10.0	5 0
By Salary					
1. $5,000 - $7,000	100.0	50.0	21.4	28.6	0.0
2. $8,000 - $9,999	100.0	47.1	23.5	23.5	5.9
3. $10,000 -$12,999	100.0	58.3	33.3	8.3	0.0
4. $13,000 -$14,999	100.0	83.3	16.7	0.0	0.0
5. $15,000 and up	100.0	80.0	20.0	0.0	0.0
By Necessity of Degree for Job					
1. Yes	100.0	66.7	33.3	0.0	0.0
2. No, but preferred	100.0	63.2	10.5	26.3	0.0
3. No	100.0	45.0	30.0	20.0	5.0
By Relationship of Job to Major					
1. Directly related	100.0	63.3	20.0	16.7	0.0
2. Somewhat related	100.0	50.0	25.5	20.0	5.0
3. Not related	100.0	50.0	50.0	0.0	0.0

TABLE 8

NECESSITY OF BACHELOR'S DEGREE FOR PRESENT JOB

	Total (%)	Necessary	Preferred	Not Required
TOTAL	100.0	27.8	35.2	37.0
Academic Background				
1. Business	100.0	33.3	66.7	0.0
2. Health	100.0	0.0	27.3	72.7
3. Applied Tech	100.0	20.0	60.0	20.0
4. Aviation	100.0	52.4	23.8	23.8
5. Graphic Communications	100.0	10.0	40.0	50.0
6. Other	100.0	0.0	0.0	100.0
Job Assessment				
1. Definite	100.0	32.3	38.7	29.0
2. Possible	100.0	38.5	15.4	46.2
3. Temporary	100.0	0.0	55.6	44.4
4. Other	100.0	0.0	0.0	100.0

TABLE 9

EDUCATIONAL ATTAINMENT OF FELLOW EMPLOYEES

	Business or Technical Bachelor's	Liberal Arts or other Bachelor's	Associate Degree	No college degree	No similar employees	Other
TOTAL 100.0%	37.7%	11.3%	15.1%	22.6%	11.3%	1.9%

TABLE 10

RATING OF THE VALUE OF PREPARATION FACTORS IN PRESENT JOB PERFORMANCE BY NECESSITY OF DEGREE FOR PRESENT JOB

(Scale: 1 = "of great value"; 2 = "of moderate value"; 3 = "of no value")

	Associate Courses	Baccalaureate Courses	Internship	General Education	Previous Work Experience
TOTAL	1.388	1.722	1.786	2.000	1.673
By Necessity of degree for job					
1. Required	1.533	1.467	1.750	1.929	1.800
2. Preferred	1.267	1.684	1.692	2.111	1.533
3. Not Required	1.368	1.950	1.882	1.950	1.684

TABLE 11

PREFERENCE FOR TRAINING SOURCES BY LABOR FORCE STATUS, SEX, YEAR OF GRADUATION, AND RELATIONSHIP OF JOB TO MAJOR

	Total	Just Associate degree	STC Bacc. Program	STC plus Better Secondary	Different Baccalaureate Program	Other
TOTAL	100.0	1.6	52.5	27.9	11.5	6.6
By Labor Force						
1. Fully Employed	100.0	1.9	55.6	25.9	11.1	5.6
2. Not fully employed	100.0	0.0	28.6	42.9	14.3	14.3
By Sex						
1. Male	100.0	2.3	51.2	27.9	11.6	7.0
2. Female	100.0	0.0	55.6	27.8	11.1	5.6
By Year of Graduation						
1. 1974	100.0	0.0	68.4	15.8	10.5	5.3
2. 1975	100.0	2.4	45.2	33.3	11.9	7.1
By Relation of Job to Major						
1. Directly	100.0	0.0	56.3	31.3	6.3	6.3
2. Somewhat	100.0	4.5	59.1	22.7	9.1	4.5
3. Not	100.0	0.0	0.0	25.0	50.0	25.0

TABLE 12

QUALITY OF PREPARATION
BY SEX AND FIELD OF STUDY

	Total	Very Good	Average	Poor
TOTAL	100.0	47.5	49.2	3.3
By Sex				
1. Male	100.0	41.9	53.5	4.7
2. Female	100.0	61.1	38.9	0.0
By Academic Background				
1. Business	100.0	66.7	33.3	0.0
2. Health	100.0	50.0	50.0	0.0
3. Applied Tech	100.0	20.0	80.0	0.0
4. Aviation	100.0	44.4	48.1	7.4
5. Graphic Communications	100.0	60.0	40.0	0.0
6. Other	100.0	0.0	100.0	0.0

TABLE 13

SELECTED SUGGESTIONS
BY RELATIONSHIP OF JOB TO MAJOR
EMPLOYMENT STATUS, YEAR OF GRADUATION, AND SEX

	Better Knowledge of Job Requirements	More Internship
Total (percentage responding "yes")	29.5%	34.4%
By Relation of Job to Major		
1. Directly	21.9	57.5
2. Somewhat	36.4	31.8
3. Not related	50.0	25.0
By Employment Status		
1. Fully Employed	29.6	37.0
2. Not Fully Employed	28.6	14.3
By Year of Graduation		
1. 1974	36.8	21.1
2. 1975	26.2	40.5
By Sex		
1. Male	30.2	39.5
2. Female	27.8	22.2

TABLE 14

DEGREE RECIPIENTS AND RESPONDENTS
BY SEX, ACADEMIC BACKGROUND, AND YEAR OF GRADUATION

	Graduates		Available Graduates(#)	Respondents		Available Graduates (%)
	#	%		#	%	
TOTAL	90	100.0	87	61	100.0	70.1%
Sex						
1. Male	69	76.7	67	43	70.5	
2. Female	21	23.3	20	18	29.5	
Academic Background Grouping						
1. Business	6	6.7		6	9.8	
2. Health	15	16.7		12	19.7	
3. Applied Tech	9	10.0		5	8.2	
4. Aviation	39	43.3		27	44.3	
5. Graphic Communic.	17	18.9		10	16.4	
6. Other	4	4.4		1	1.6	
Year of Graduation						
1. 1974	28	31.1		19	31.1	
2. 1975	62	68.9		42	68.9	

TABLE 15

LABOR FORCE STATUS
BY DATE OF REPLY

	Total Respondents		Fully Employed or in Military		Not Fully Employed; Employed part-time or in School	
	#	%	#	%	#	%
TOTAL	61	100.0	54	88.5	7	11.5
By Date of Reply						
1. 1st Mailing	40	100.0	38	95.0	2	5.0
2. 2nd Mailing	21	100.0	16	76.2	5	23.8

APPENDIX II

METHODOLOGY AND REPRESENTATIVENESS OF RESPONSE

During February, 1976, a questionnaire, cover letter, and return envelope were mailed to the 87 graduates of the STC Baccalaureate Program who had current United States addresses available on the Alumni File. Of these 87 graduates, 46% returned the questionnaire by the first deadline, and another 47 letters were mailed March 15, 1976, out to those who had not responded. By the cut-off date of April 15, 1976, a total of 61 graduates had replied, 70.1% of those having available addresses. (See Table 14.)

Two aspects of the return were not quite representative. First, the return group had a higher percentage of females (and, a lower percentage of males) than did the class as a whole. Second, the returns from the second mailing showed a greater percentage of graduates not fully employed than did the returns from the first mailing. (See Table 15.) It is worth noting, however, that the return by year of graduation matched the actual class perfectly.

The data was analyzed by means of SPSS (Statistical Package for the Social Sciences) on the University's IBM 370 computer. The Missing Values feature was used in analysis to exclude missing data from the calculations.

APPENDIX III

QUESTIONNAIRE

Southern Illinois
University at Carbondale
Carbondale, Illinois 62901

School of Technical Careers

12 February 1976

Dear STC Baccalaureate Graduate:

In its first three years, the School of Technical Careers Baccalaureate Program has graduated 90 persons with almost 90 different programs of study. As one of these first graduates, you are probably in a better position than anyone else to tell us whether our goal of individualized career preparation has paid off. This is the reason we are writing you.

Your answers on the enclosed questionnaire will give us useful information for our evaluation of the program. Among other things, this information will help us improve our strengths and identify any weaknesses in the program. We will also be able to give current and future students a better idea of what lies ahead. We are enclosing a return envelope for your convenience. If at all possible, please return the questionnaire to us by March 12, 1976.

Although we are not asking particularly sensitive questions, all of the information you give us will be confidential. Dr. Michael Walsh, who is handling the project, will be the only person to see the questionnaire. Only a statistical tabulation will be prepared, and if you like, we will send you a copy of the results of the study.

Sincerely,

R. John Reynolds, Chairman
Division of Baccalaureate Studies

Arden L. Pratt, Dean
School of Technical Careers

STC BACCALAUREATE ALUMNI QUESTIONNAIRE

I. PRESENT STATUS

1. What is your present status? Answer (a) and (b).

(a) Employment status (please check only one):

____ Employed full-time ____ In the Armed Forces--Branch_____
____ Employed part-time ____ Unemployed, but seeking employment
____ Not in the labor force (Includes housewives, full-time students, etc.)

(b) Educational status (please check only one and add field of study where appropriate):

____ Not enrolled in a college or university
____ Enrolled part-time in a college or university (major:_____)
____ Enrolled full-time in a college or university (major:_____)

2. If you are employed full-time, which of the following is the major reason?

____ I need a different bachelor's degree to prepare me for the career I desire.
____ I need a master's degree to become employed in the field I desire.
____ I do not wish to be employed full-time.
____ I am between jobs and expect to begin working in ____ weeks.
____ I cannot find a full-time job in my field.
____ Pay for jobs in my field is too low.
____ Other (please specify):_____

II. FIRST JOB

3. When did you secure your first job after finishing the bachelor's degree requirements in Technical Careers?

____ Before finishing degree requirements.
____ After finishing degree requirements. How many weeks after? _____ weeks.

4. Which of the following job search methods was most useful in obtaining your first job after finishing your bachelor's degree requirements in Technical Careers? (please check only one.)

____ Direct application to employer ____ Private employment agency
____ Newspaper advertisement ____ Public employment agency
____ Friends or relatives ____ Place of previous internship or employment
____ School placement office
____ School advisor or teacher ____ Other (please specify):_____

5. Rank the following factors according to their importance for you in acquiring your first job after finishing your degree requirements in Technical Careers. (Rank form 1 to 5, with 1 as the most important and 5 as the least important.)

____ The fact that you had a bachelor's degree
____ The specific program of study you designed for your bachelor's program.
____ Your associate degree major (if you had one).
____ Prior work experience.
____ Other non-academic factors, such as who you knew, etc. (please specify):
_____

6. What was the relationship between your first job and your baccalaureate major?

____ Directly related ____ Not related, by own choice
____ Somewhat related ____ Not related, nothing related available

7. What was your first job? Please give job title and short description, length of employment, and monthly salary.

Job title:_____ Length:_____
Description:_____ Mo.Salary:_____

(Over)

III. PRESENT JOB

8. What is your present job? Please give job title, description, and monthly salary.
Job title:_____ Mo.Salary:_____
Description:_____

9. What is the relationship of your current work to your baccalaureate degree major? (please check only one)
____ Directly related ____ Somewhat related ____ Not related

10. If your current job is not directly related to your STC bachelor's degree major, what is the main reason you have taken work not directly related to your degree field?
____ Only job I could find
____ To see if I liked this other kind of work
____ Not interested in major field
____ Better opportunities for advancement than in my major field
____ Other (please specify):_____
_____

11. To what extent did the courses or training in each of the following categories prepare you for your current job? (Answer only those that apply by checking the appropriate category.)

Courses you took while working towards an Associate degree.....____greatly ____somewhat ____not at all
Courses you took while working on your B.S. degree in Tech Careers.....____greatly ____somewhat ____not at all
Your internship while in the STC baccalaureate program.....____greatly ____somewhat ____not at all
Your general education/general studies courses.....____greatly ____somewhat ____not at all
Occupational experience prior to entering the STC bacc program....____greatly ____somewhat ____not at all
Other (please specify):_____
_____ ____greatly ____somewhat ____not at all

12. Which of the following statements best describes your feelings about the career potential (likelihood of advancement and/or stability) of your present job? (check one)
____ My job has definite career potential.
____ My job has possible career potential.
____ My job is only temporary, until a better one comes along.
____ Other (please specify):_____

13. Was a bachelor's degree a requirement in order to be hired in your present job?
____ Yes ____ No, but it was preferred ____ No

14. What is the educational background of fellow employees whose duties are similar to yours? (please check only one)
____ Most have a bachelor's degree in a technical, engineering, or business field.
____ Most have a bachelor's degree in a liberal arts or other field.
____ Most have an associate degree, but not a bachelor's degree.
____ Most have no college degree.
____ No other employees with duties similar to mine.

15. Before entering the STC Baccalaureate Program, did you have work experience in one or more of the following? (please check as many as apply)
____ Full-time job related to my STC Baccalaureate major.
____ Part-time or summer job related to my STC Baccalaureate major.
____ Full-time job not related to my STC Baccalaureate major.
____ Part-time or summer job not related to my STC Baccalaureate major.

16. When you designed your baccalaureate program of study (in other words, those courses you decided to take beyond your associate degree), which of the following more closely described your approach toward choosing courses?
____ Although I wanted a bachelor's degree, I was genuinely interested in taking courses which would better prepare me for a more advanced career.
____ As far as I was concerned, all that counted was getting a bachelor's degree. I didn't care what courses I took as long as I got the degree.
____ Other (please specify):_____

17. Based on your experience since completing your bachelor's degree, how well did the courses you took while in the STC baccalaureate program prepare you for the career goal you had in mind? (please check only one)
____ Very good preparation ____ Average Preparation ____Poor preparation

18. If you had it to do all over again, would you:
____ Just take an Associate degree.
____ Choose the STC baccalaureate program.
____ Choose the STC baccalaureate program, but develop a much better secondary concentration.
____ Choose a bachelor's program in another department at SIU or elsewhere.
____ Other (please specify):_____

19. Based on your experience, in which of the following areas could you have used more preparation? (please check as many as apply)
____ Better knowledge of the job requirements of my chosen career.
____ More work experience or internship experience while in school.
____ More theory courses in_____.
____ More applied courses in_____.
____ More courses which give me a general perspective or overview of my field or related fields, such as _____.
_____ Other (please specify):_____
_____

20. Please add any further comments or suggestions on the back.

21. Would you like a summary of the results of this survey? ____ Yes ____ No

Thank you for your cooperation. Please mail this questionnaire to:

Division of Baccalaureate Studies
School of Technical Careers
Southern Illinois University
Carbondale, Illinois 62901

APPENDIX IV

DATA SUMMARY

STC BACCALAUREATE FOLLOW-UP STUDY: SUMMARY

Date Conducted: Spring Semester, 1976

Number of graduates (1974-75): 90
Number of graduates with available addresses: 87
Number of respondents: 61 Response rate: 70.1%

ALL GRADUATES

Personal Data

Sex: Male 70.5% Female 29.5%
Present Age: Average: 25.5 Minimum: 23 Maximum: 41
ACT Test Composite Scores: Average: 21.18 Minimum: 15 Maximum: 30

Labor Force Status

Employed full-time: 78.7% Employed part-time: 4.9%
In military service: 9.8% Not in labor force: 6.6%

Unemployment rate: 0.0%

Reason if Not Employed Full-time

14.3% (1) Need a master's degree to become employed
14.3% (1) In between jobs
57.1% (4) Cannot find full-time job in field
14.3% (1) Other

Prior Work Experience

29.5% Previous full-time job related to program
47.5% Previous part-time job related to program
24.6% Previous full-time job unrelated to program
37.7% Preivous part-time job unrelated to program

College Enrollment

Enrolled full-time: 6.6% Not enrolled: 91.8%
Enrolled part-time: 1.6%

FIRST JOB AFTER STC BACCALAUREATE GRADUATION (50 of 61 GRADUATES)

Job Securement

32.0% Before completing requirements
68.0% After completing requirements
Length of time: 9.45 weeks

Job Search Methods

37.5% Direct application to employer 2.1% Private employment agency
8.3% Newspaper advertisement 0.0% Public employment agency

27.1% Friends or relatives
2.1% School placement office
2.1% School advisor or teacher
10.4% Previous internship or employment
10.4% Other

Factors Associated with Job Acquisition--Average Ranking (Scale 1 to 5) (1 = highest)

2.51 Prior work experience
2.80 Bachelor's degree
2.81 Associate degree courses
3.16 Baccalaureate courses
3.60 Non-academic factors

Length of First Job

Average: 7.1 months Minimum: 1 month Maximum: 18 months

Relationship of First Job to Major

42% Directly related
40% Somewhat related
10% Not related, by own choice
8% Not related, nothing related available

Monthly Salary of First Job

Average: $734.50 Minimum: $75.00 Maximum: $1700.00

Yearly Income of First Job

8.7% Below $5,000
41.3% $5,000 to $8,000
23.9% $8,000 to $10,000
15.2% $10,000 to $12,000
4.3% $12,000 to $15,000
6.5% $15,000 and above

CURRENT JOB: GRADUATES EMPLOYED FULL-TIME OR IN MILITARY SERVICE

Monthly Salary

Average: $873.35 Minimum: $460.00 Maximum: $2500.00

Annual Earnings

0.0% Below $5,000
25.9% $5,000 to $7,999
31.5% $8,000 to $9,999
22.2% $10,000 to $11,999
11.1% $12,000 to $14,999
9.3% $15,000 and above

Relationship of Job to Baccalaureate Program

55.6% Directly related 37.0% Somewhat related 7.4% Not related

Reason if Job Not Directly Related

15.8% Only job I could find
5.2% To see if I liked this kind of work
31.6% Better opportunities for advancement
47.4% Other

Value of Preparation for Present Job Performance--Average Rating

(Scale: 1 = of great value; 2 = of moderate value; 3 = of no value)

1. Associate degree courses	1.388	4. Internship	1.786
2. Prior work experience	1.673	5. General education	2.000
3. Baccalaureate degree courses	1.722		

Perceived Career Potential

57.4% Definite
24.1% Possible
16.7% Job is only temporary
1.9% Other

Necessity of Degree for Present Job

27.8% Yes
35.2% No, but preferred
37.0% No

Fellow Employees' Educational Background

37.7% Bachelor's in a technical, business, or engineering field
11.3% Bachelor's in Liberal Arts or other field
15.1% Associate degree
22.6% No college degree
11.3% No employees with similar duties
1.9% Other

ALL GRADUATES: PROGRAM EVALUATION

Quality of STC Baccalaureate Preparation

47.5% Very good
49.2% Average
3.3% Poor

Preference for Training Sources (If you had it to do over again, would you choose...)

1.6% Just an associate degree
52.5% The STC Baccalaureate Program
27.9% The STC Baccalaureate program, but with a much better secondary concentration
11.5% A different bachelor's program at SIU or elsewhere
6.6% Other

Suggestions for Improved Preparation

29.5% Need for better knowledge of job requirements
34.4% Need for more internships
9.8% Need for more theory courses
27.9% Need for more applied courses
11.5% Need for more general perspective courses
11.5% Other